

# Year 5 Summer Term

## WELCOME TO THE JUNGLE

### Science

#### Animals Including Humans

- Describe the changes as humans develop to old age.
- Learn about the changes experienced through puberty.
- Research the gestation periods of other animals and comparing them with humans
- Find out and recording the length and mass of a baby as it grows.

#### Living Things In Their Habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals from the rainforest.

#### Working Scientifically

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

### Computing

#### Communication & Collaboration

- Use advanced search functions in Google, e.g. quotations.
- Understand websites such as Wikipedia are made by users (link to E-Safety)
- Use strategies to check the reliability of information, e.g. cross checking with books.
- Use their knowledge of domain names to aid their judgment of the validity of websites.
- Evaluate search results and refine as necessary for the best results.
- Know that information found on websites may be inaccurate or biased and to check the validity of a website.
- Know that good online research involved interpreting information, rather than copying.
- Use websites where resources can be downloaded without infringing copyright.
- Acknowledge sources used in their work.
- Understand files may be saved off their device in 'clouds' (servers).
- Upload/download a file to the cloud on different devices.
- Understand about syncing files using cloud computing folders.

#### E-Safety

- Be aware of the different forms of technology that can be used to access the Internet and communicate with others.
- Recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users.
- Know how to use social media and the internet safely.
- Recognise acceptable and unacceptable behaviour on the internet.
- Identify a range of ways to report concerns about content and contact.
- Create an awareness campaign.

### Design & Technology

- To understand and use mechanical systems in their products including gears, pulleys, cams, levers and linkages.

### History

- Find out about the work of naturalists and animal behaviourists, for example, David Attenborough.

### Geography

#### Rivers & Rainforests

- Name and describe features of a river.
- Locate the countries of South America on a world map.
- Locate the world's rainforest on a map.
- Describe the distribution of natural resources
- Describe climate zones, vegetation belts & biomes.
- Physical and human geography of the rainforests.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, and time zones (including day and night)

### Physical Education

#### Net & Wall - Badminton

- Use running, jumping, throwing and catching in isolation and in combination.

#### Striking & Fielding - Cricket

- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Use running, jumping, throwing and catching in isolation and in combination.

### Music

- **Brass** - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

### Languages

- La nourriture- food and drink
- Les nombres 1-100
- Le monde- the world

### Religious Education

#### Leaders (Other Faiths)

- Compare the life of other faith leaders with Jesus.

#### Kingdom of God

- Explain connections between biblical texts and the concept of the Kingdom of God.
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
- Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.
- Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.

### Art & Design

#### Skill - Drawing / Painting

- To process, adapt and change ideas for end pieces.
- To continue developing own style using explorations and experimentations from their sketch books.
- To research required information.

#### Skill - Printmaking

- To produce a relief print
- To begin to overwork print with biro/ colour pencils

#### Skill - 3D

- To continue to experiment with a variety of media/mixed media/sculptures
- To be aware of shape and form and space in the world around them
- To use sketchbooks confidently to inform, plan and develop ideas.